

2011 Families and Education Levy Overview

Adam Petkun, Holly Miller, Isabel Muñoz-Colón,
Kathryn Aisenberg, & Sid Sidorowicz, Sonja Griffin

Families and Education Levy History

- ▶ Started in November of 1990
 - Goal – Helping all children be “safe, healthy, and ready to learn”
 - Levy funding went to early learning, family support, and out-of-school services
- ▶ Changes made in 2004 Levy
 - Goal – Help most struggling students to be ready to learn, succeed academically (closing the achievement gap), and graduating from high school
 - Added focus on meeting outcomes for struggling students
 - Started moving to a flexible block grant model in middle and high schools

Families & Education Levy: Oversight and Implementation

City Council

- ▶ Government Performance and Finance Committee

Mayor's Office

- ▶ Office for Education implement the Levy

Levy Oversight Committee

- ▶ Reviews and advises on implementation plans, evaluations plans, and makes recommendations about particular programs

Families & Education Levy: City & District Partnership

Partnership Agreement

- Identifies the roles and responsibilities of each of the partners

Data Sharing Agreement

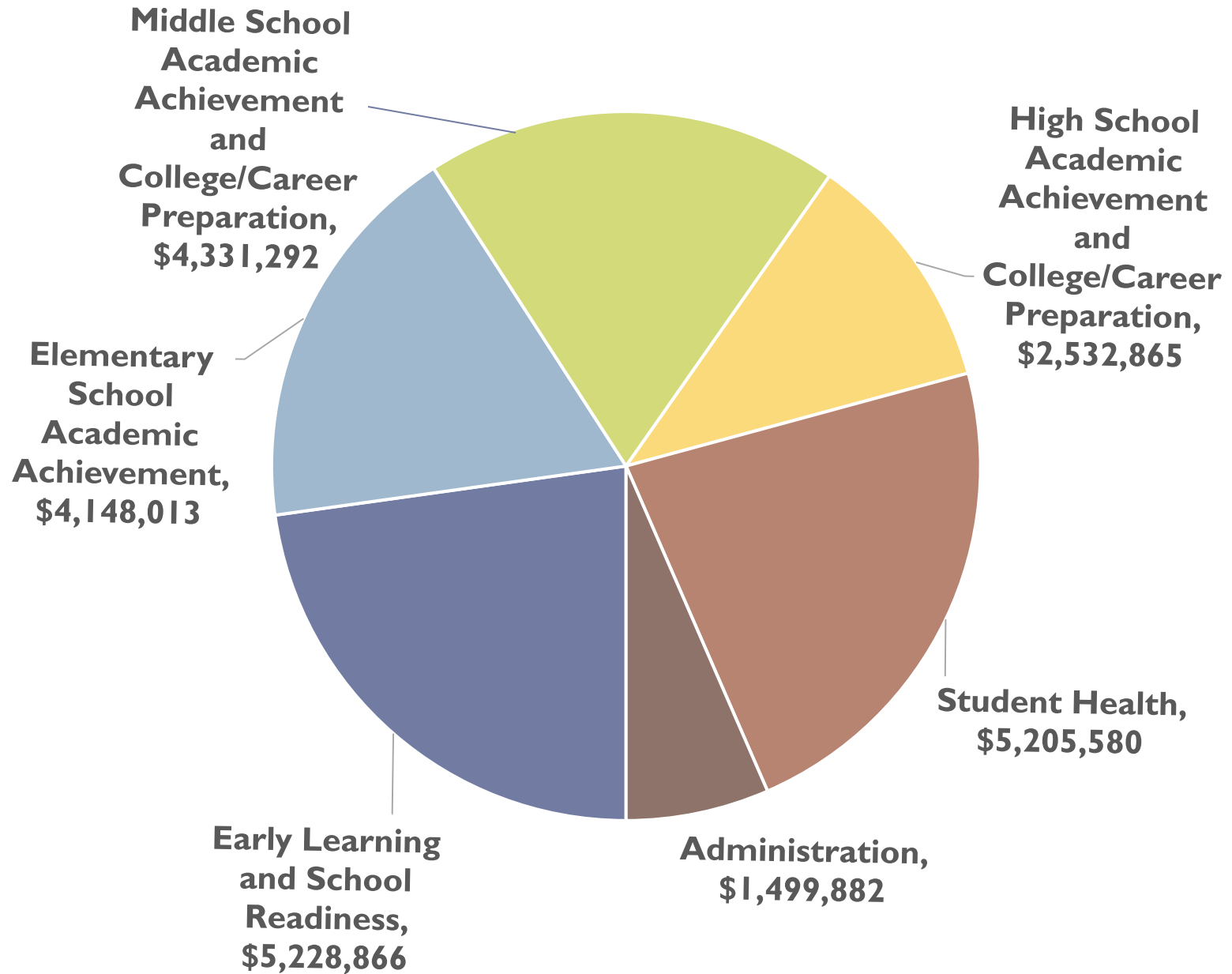
- Provides Office for Education access to student data

Levy Oversight Committee

- Superintendent and President of School Board sit on LOC

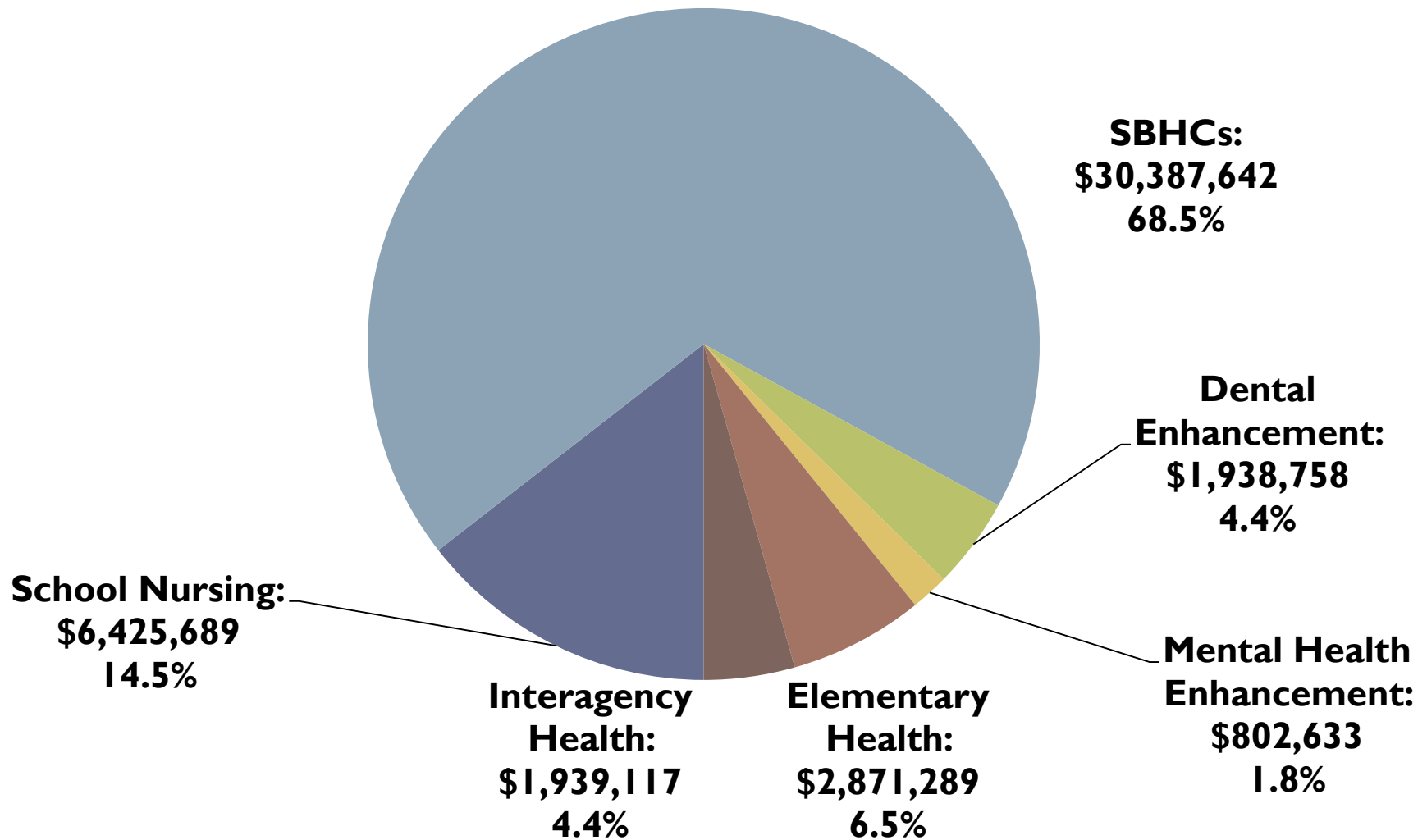
2011 Levy Investments

2012-2013 Families and Education Levy Budget Plan



2011 Families & Education Levy

Health Investments - \$44,364,128



Distribution of 2012-13 Awards

2013-14 Awards



2011 Families & Education Levy: Goals

Goals of New Levy

- ▶ Kindergarten readiness
- ▶ Improving academic achievement and closing the achievement gap
- ▶ **Students graduate from high school college/career ready**

Performance Measures (Outcomes/Indicators)

- ▶ Academic growth
- ▶ Passing courses
- ▶ Attendance
- ▶ Gains in English language acquisition

2011 Families and Education Levy

Traditional Grant Funding Process

- ▶ RFP Posted
- ▶ Apply for & Receive Grant
- ▶ Introduce Interventions
- ▶ Evaluate at the End of the Grant
- ▶ Submit Final Report

Outcome-Based Framework

- ▶ RFI Posted
- ▶ Apply for Grant
- ▶ Identify targets (mid-term & long-term)
- ▶ Progress monitor
- ▶ Real-time mid-course corrections
- ▶ Funding tied to meeting academic targets

Seattle's Road Map to Success: Critical Milestones and Transition Years

Education Milestones

Transition to
Desired Career

Completion of certification and/or
post-secondary course of study

Enrollment in
post-secondary education

On-time graduation

9th graders earning
sufficient credits to
promote to 10th grade

7th graders proficient on
the state math test

4th graders proficient on
the state math test

10th graders proficient on the state
math, reading, science & writing tests

6th graders passing
all classes

3rd graders proficient on
the state reading test

Children demonstrate kindergarten
readiness across multiple domains

Children have access to high quality
care and early learning opportunities

Parents/Caregivers hold, talk
and read to child every day

Grade K

1

2

3

4

5

6

7

8

9

10

11

12

13

14

15

16

Birth

Infants have healthy
birth weight

Children have healthcare

Children have a caring adult in their
home, school, or community

Children are physically active
and eat healthy foods

Children feel safe in their
neighborhood and at school

Students have a family member who
attends parent-teacher conferences

Students have low discipline
referral or suspension rates

Students participate in high quality learning
activities during out-of school hours

Students have fewer than
10 absences per year.

Students have access to broadband
internet at school and home

Students have low
mobility rates

Teens have low pregnancy rates

Family & Community Support Milestones

The road map represents a timeline that begins with the birth of a child (far left side) and progresses through childhood, adolescence, and early adulthood to conclude at the point of transition to a desired career (far right side). Gold boxes highlight key transition years – beginning kindergarten, starting middle school, entering high school, graduating from high school, and both the freshman and sophomore years of college. Along the roadmap are critical milestones that provide opportunities to measure both individual and community progress toward success.

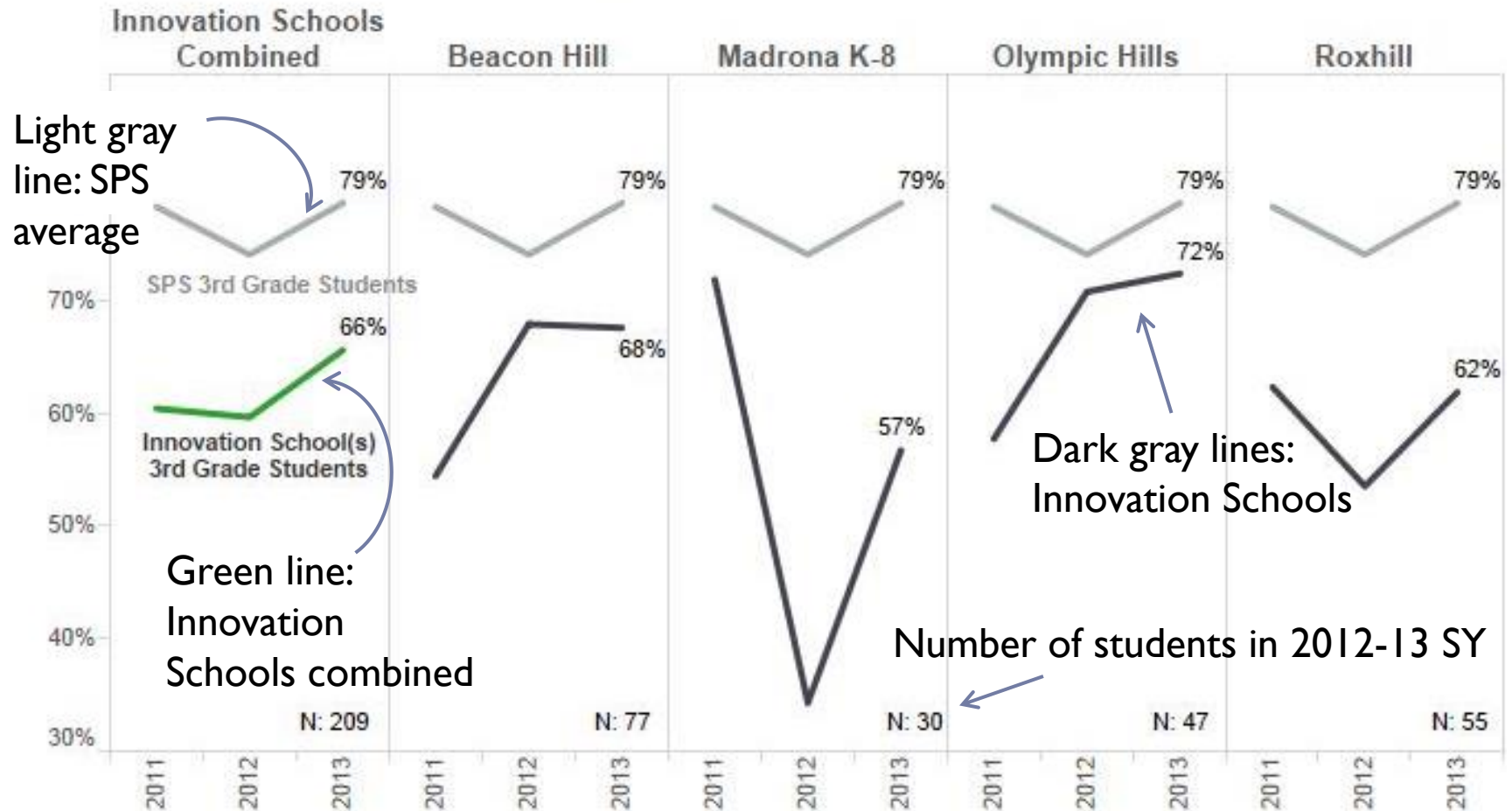


= Key Transition Years

(Adapted with permission from Strive Cincinnati's Roadmap to Success)

3rd Grade Reading Innovation Schools vs. District Trend

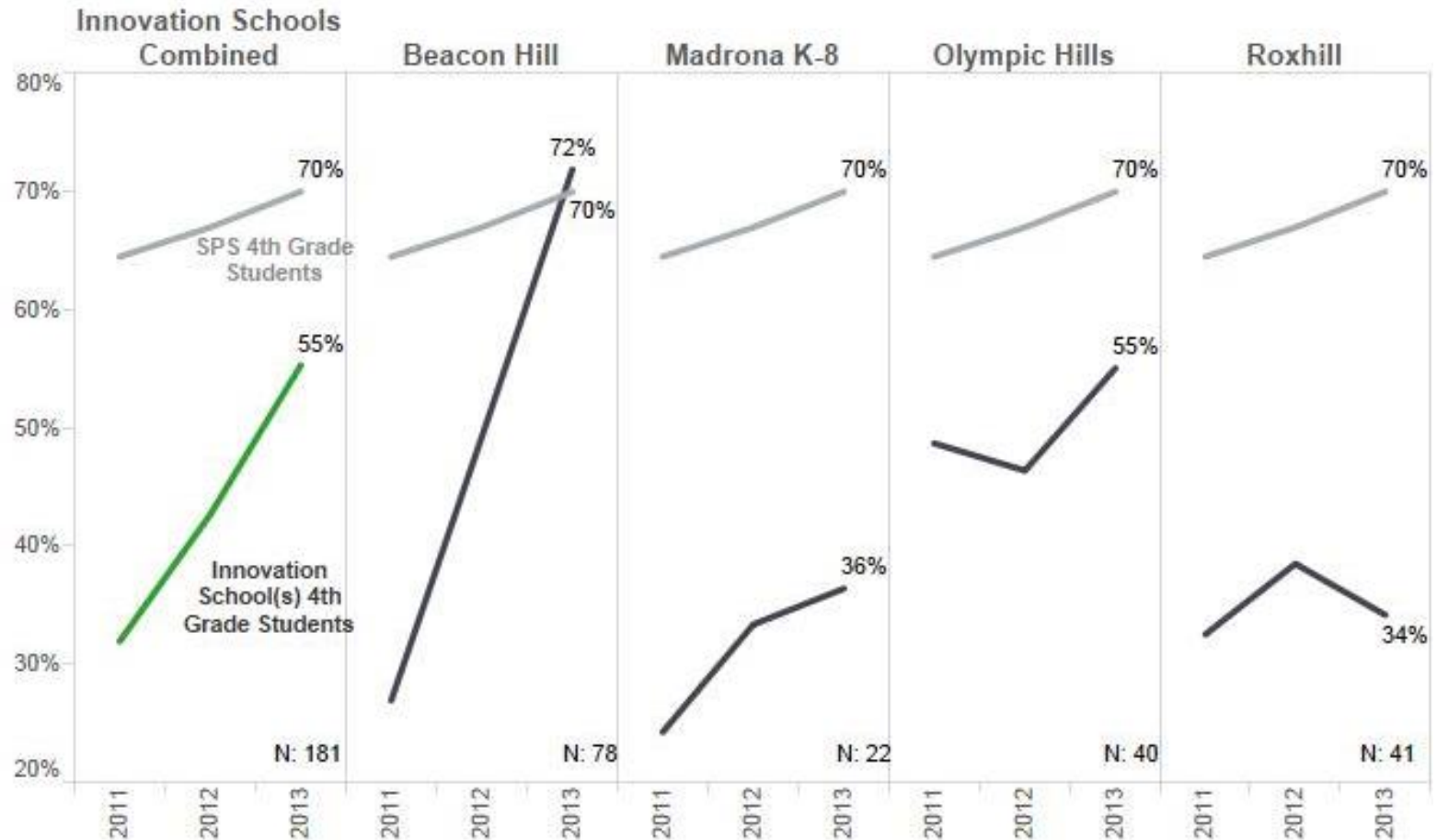
MSP Reading - Percent of 3rd Grade Students Meeting Standard
Innovation School Averages vs. Districtwide Trend



4th Grade Math

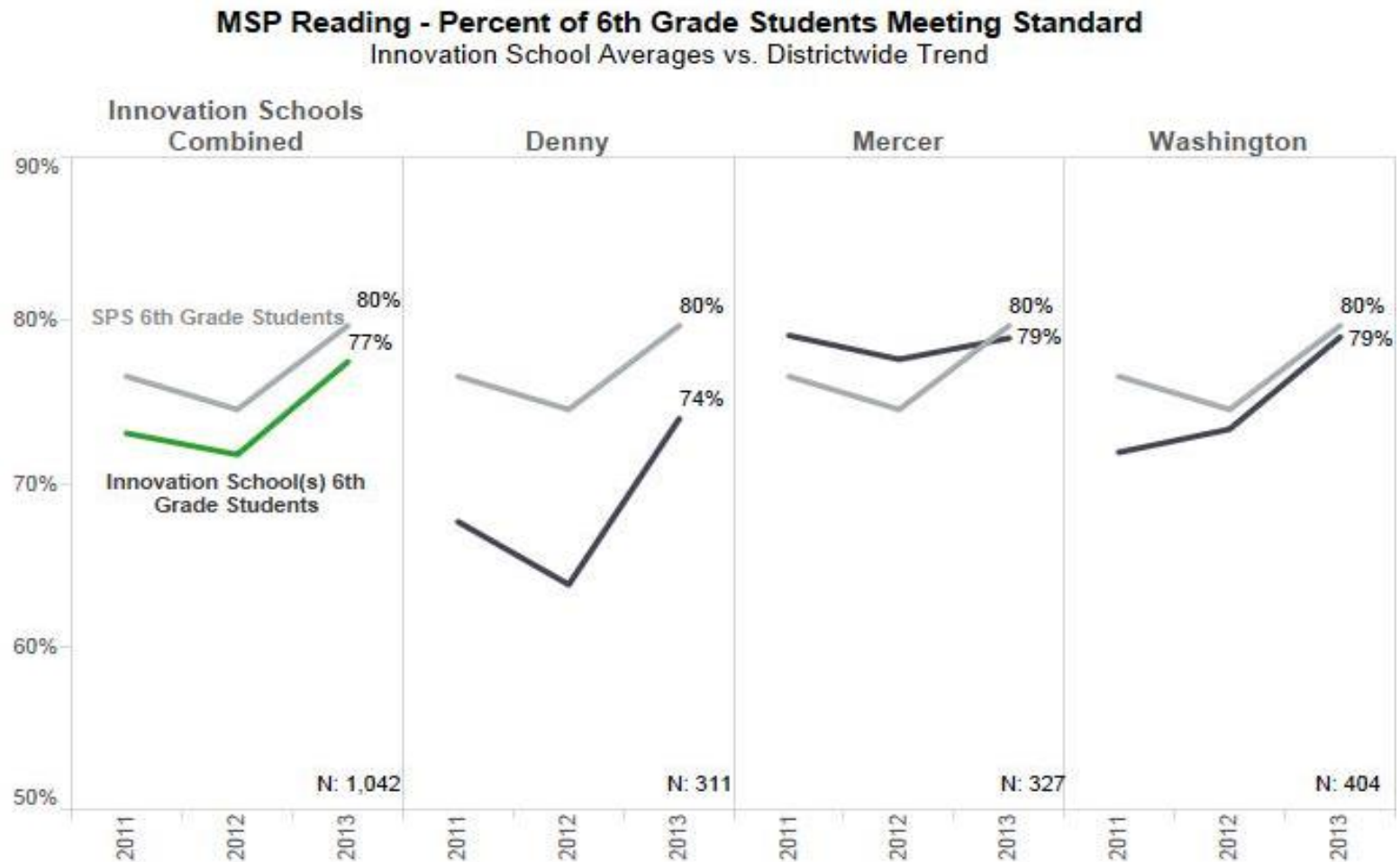
Innovation Schools vs. District Trend

MSP Math - Percent of 4th Grade Students Meeting Standard
Innovation School Averages vs. Districtwide Trend



6th Grade Reading

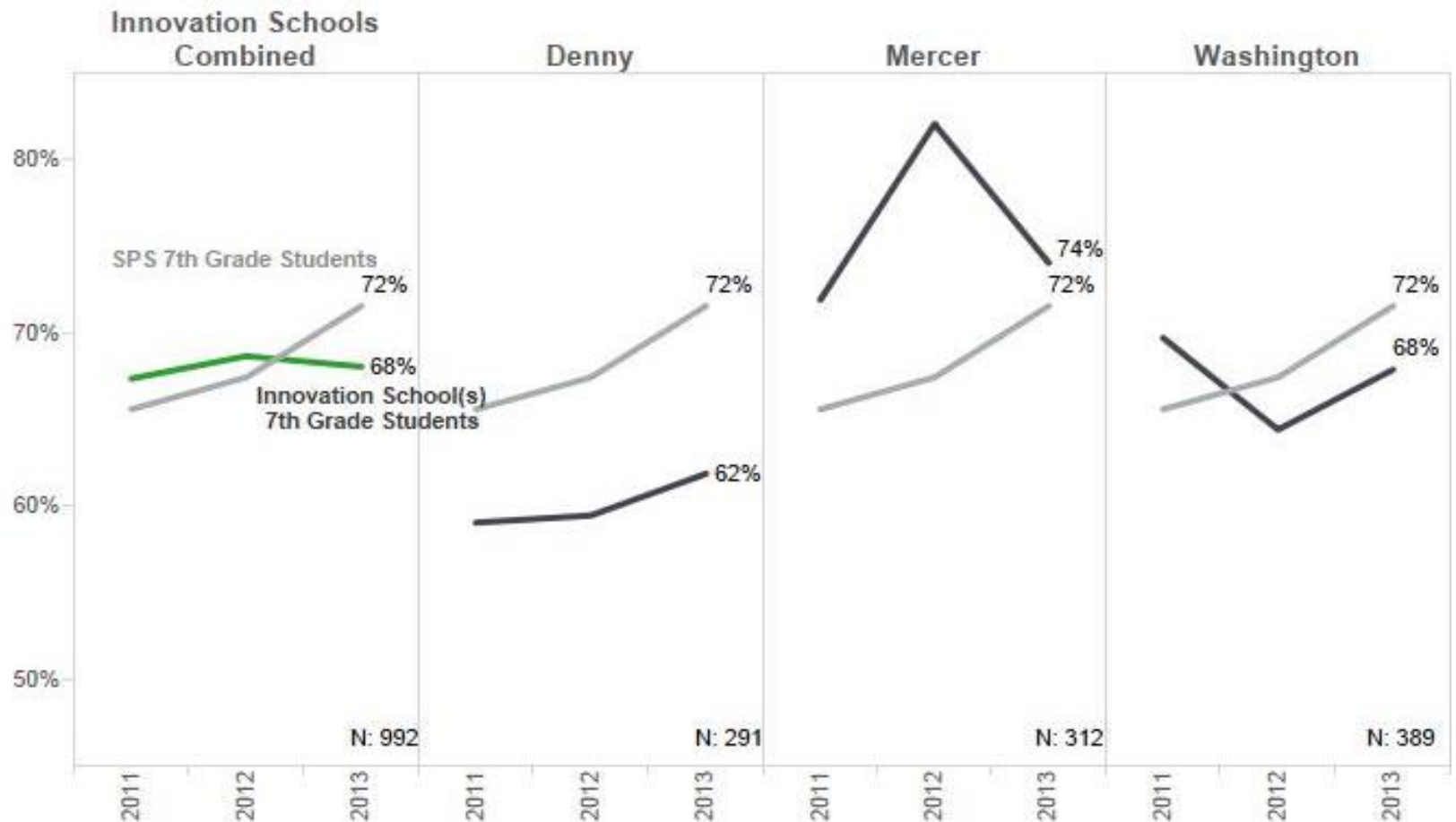
Innovation Schools vs. District Trend



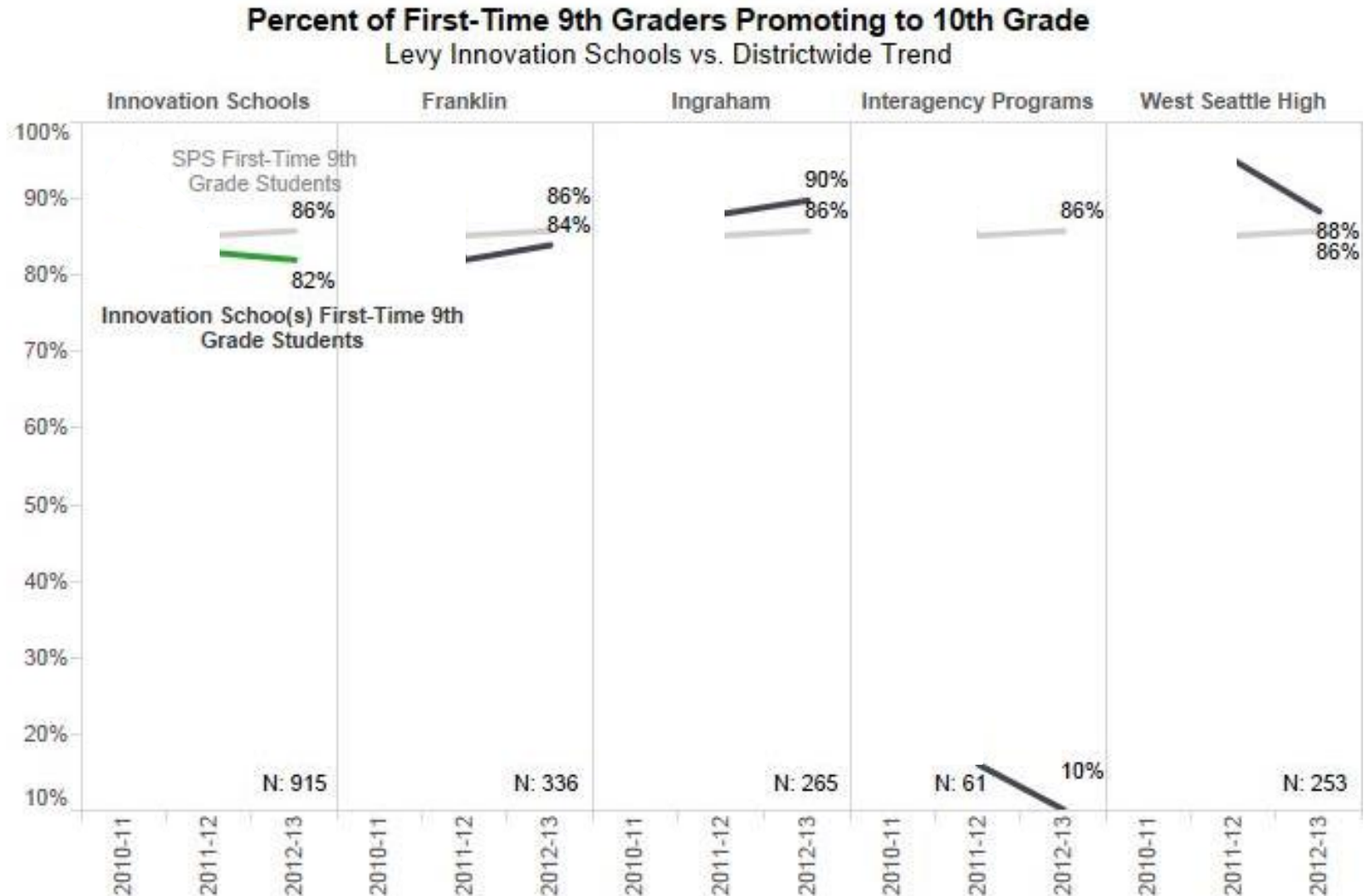
7th Grade Reading

Innovation Schools vs. District Trend

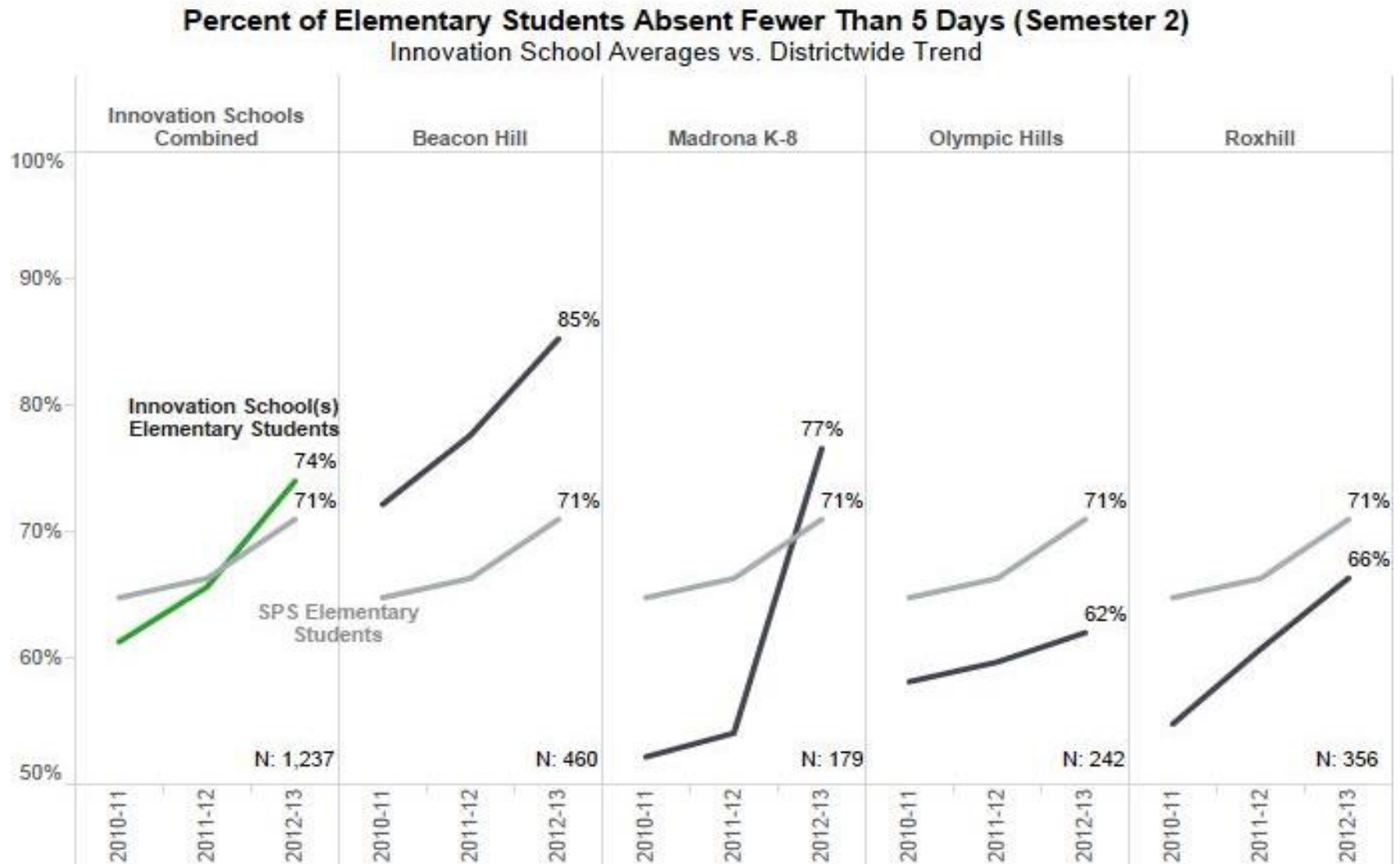
MSP Math - Percent of 7th Grade Students Meeting Standard
Innovation School Averages vs. Districtwide Trend



On-Time Promotion Innovation Schools vs. District Trend

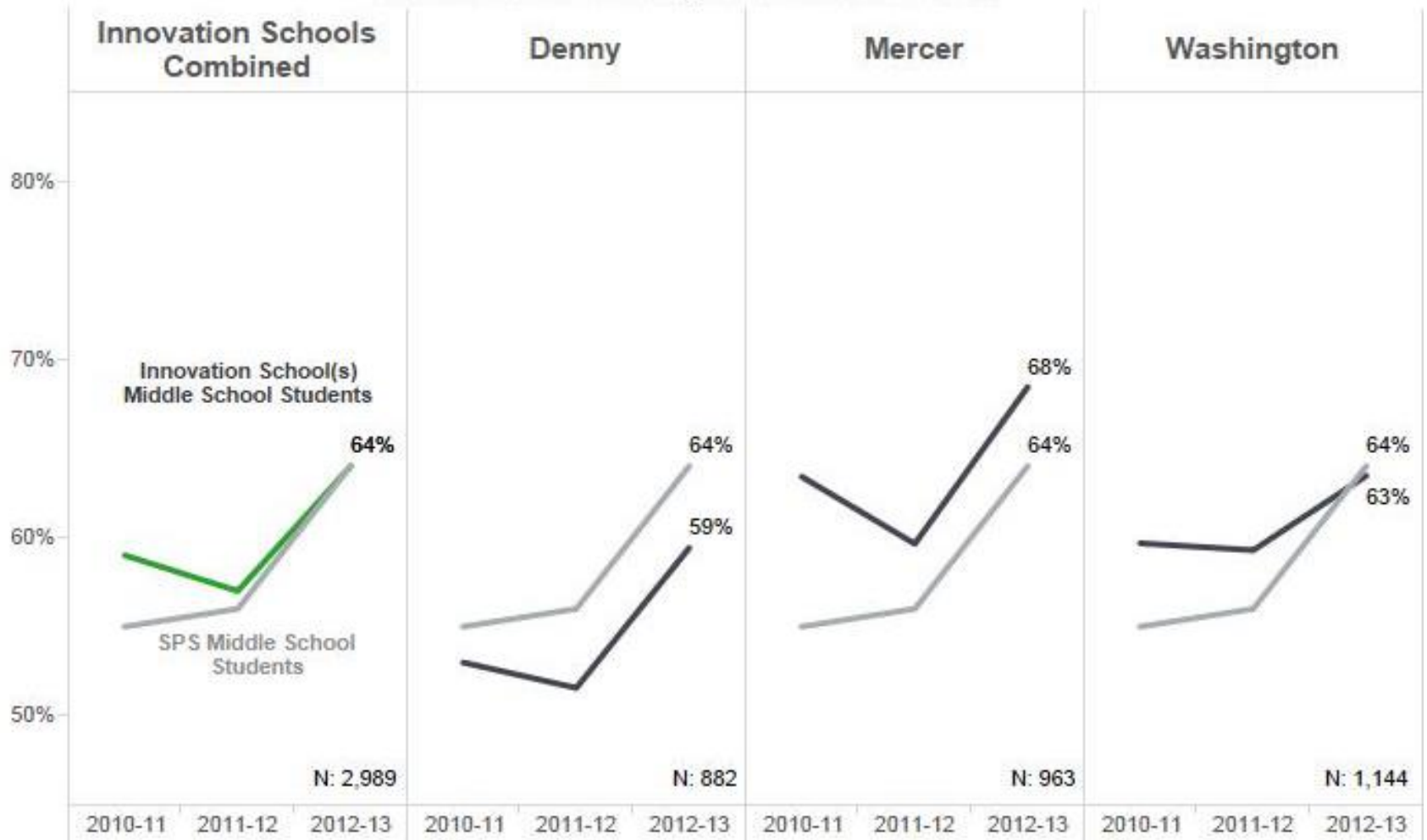


Elementary School Second Semester Attendance

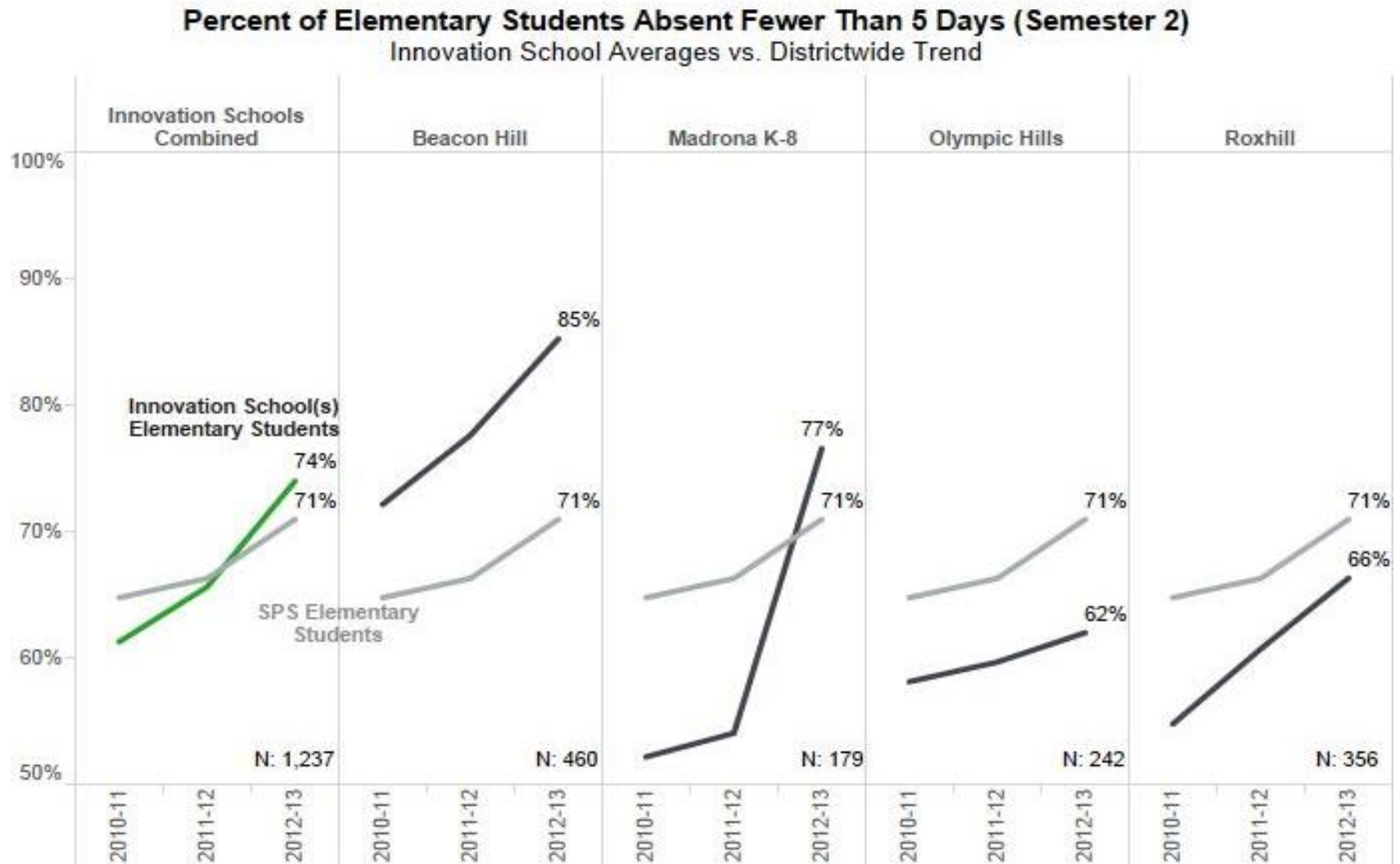


Middle School Second Semester Attendance

Percent of Middle School Students Absent Fewer Than 5 Days (Semester 2)
Innovation School Averages vs. Districtwide Trend



High School Second Semester Attendance



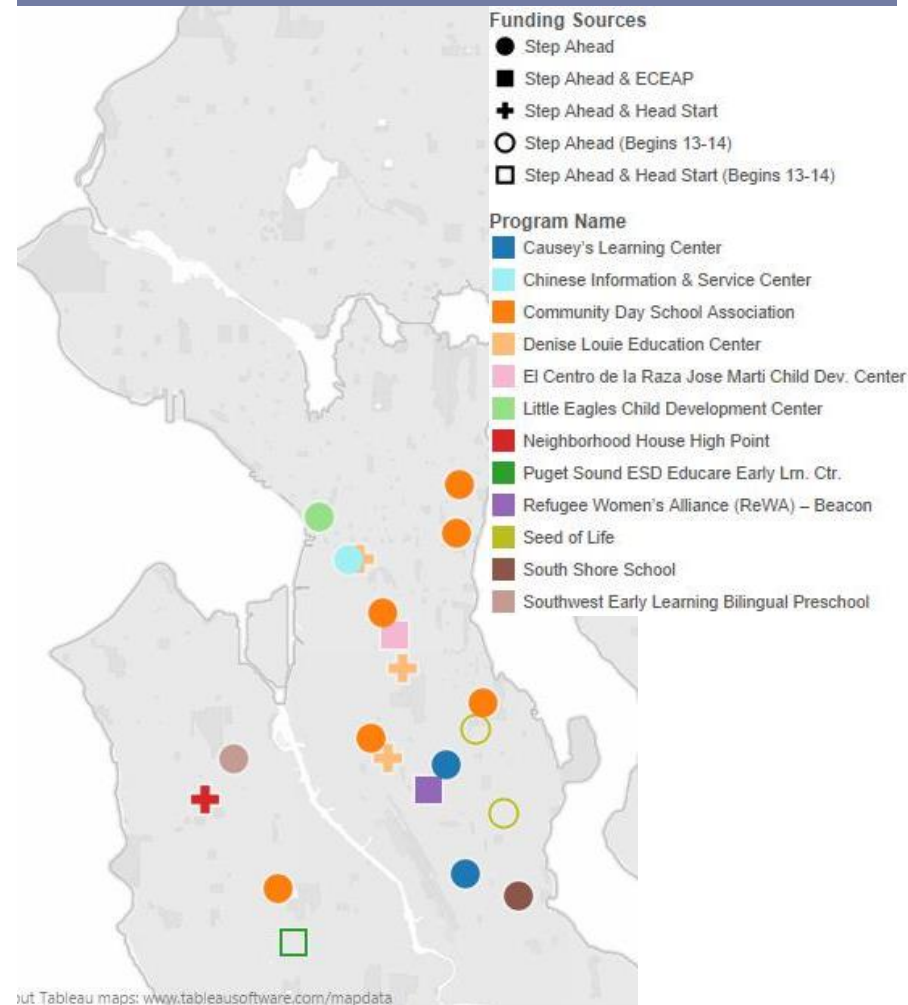


Early Learning and K-12 Investment Sites

2013-14 Programs

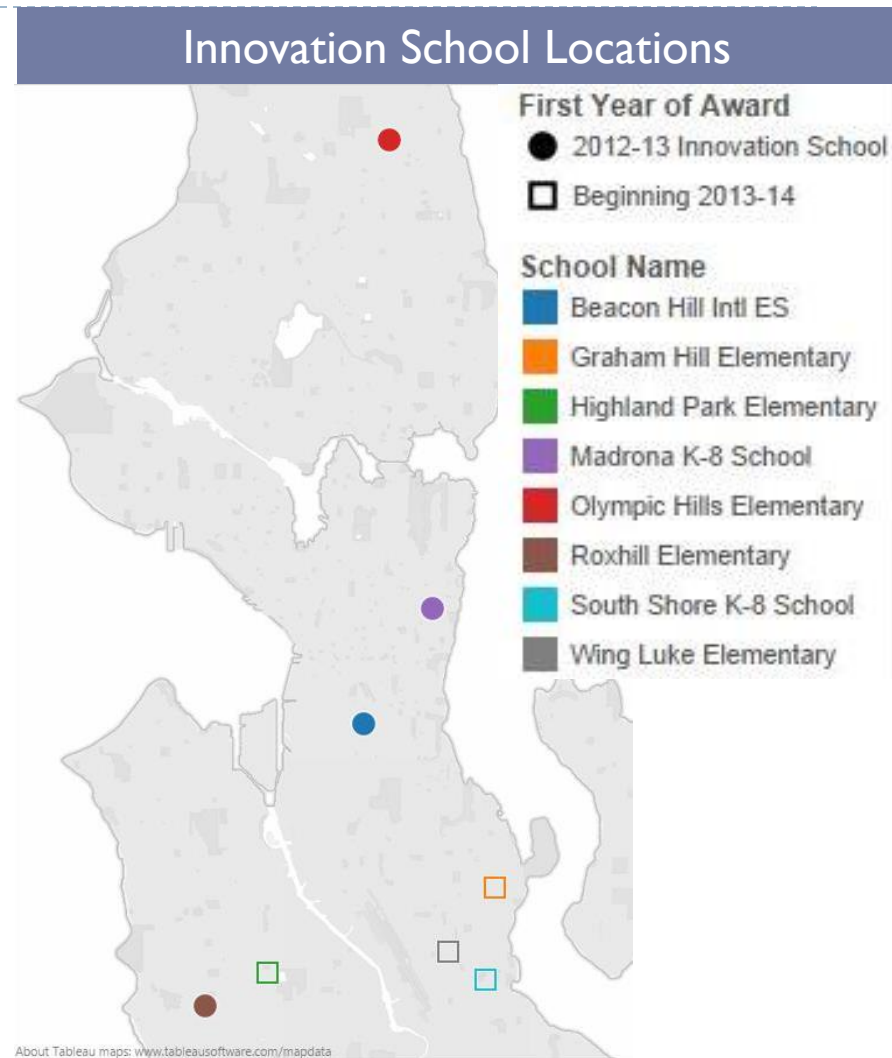
- ▶ **Seattle Early Education Collaborative**
- ▶ **Step Ahead**
 - ▶ 684 children; 19 sites
 - ▶ **New Partners:**
 - ▶ Child Care Resources
 - ▶ Tabitha Beaupain
 - ▶ Public Health SKC
 - ▶ University of Washington
- ▶ **Parent-Child Home Program**
 - ▶ 451 families in partnership with United Way (160 Levy-funded)

Step Ahead Site Locations



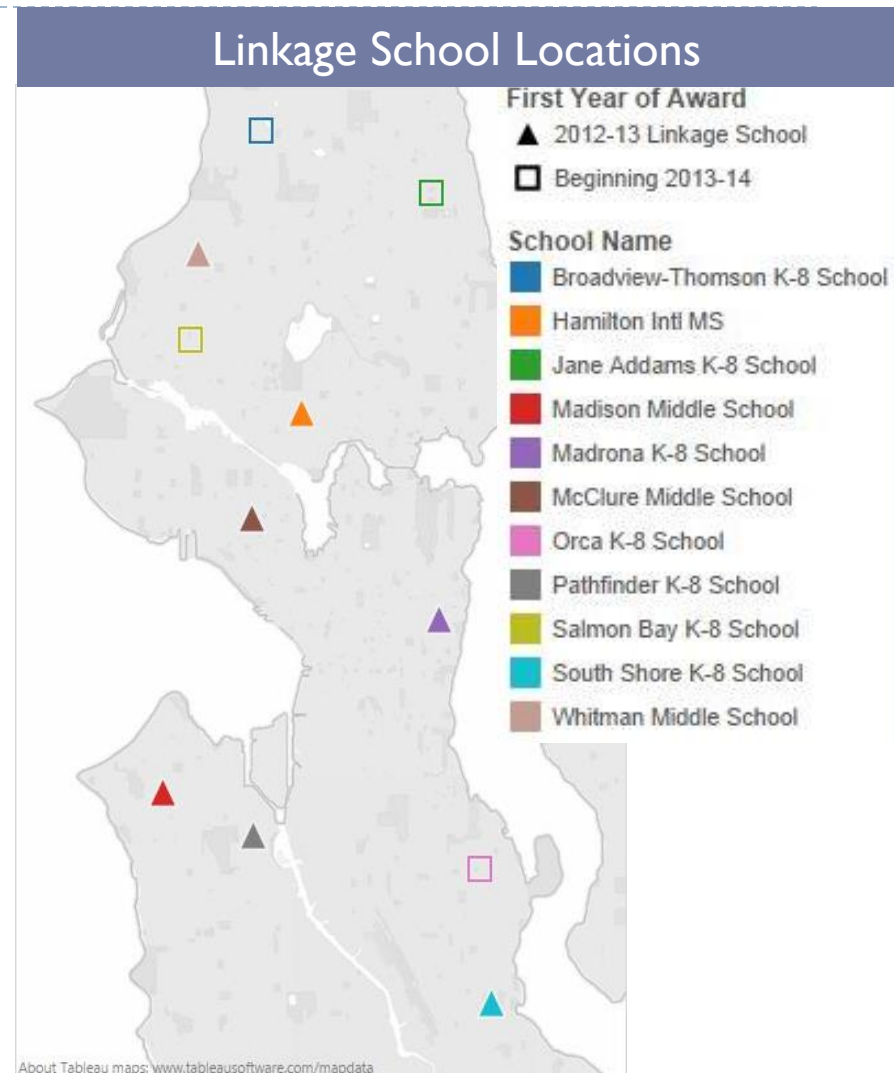
2013-14 Programs

- ▶ Eight innovation schools (~\$320k each)
 - ▶ Four new sites selected through RFI process for 2014-15
 - ▶ Two sites in cue for 2015-16
 - ▶ Will fund up to 23 elementary schools
- ▶ Strategies Include:
 - ▶ PreK-3 alignment
 - ▶ Extended In-School Learning Time
 - ▶ Expanded Learning Opportunities
 - ▶ Social, Emotional, Behavioral and Family Support



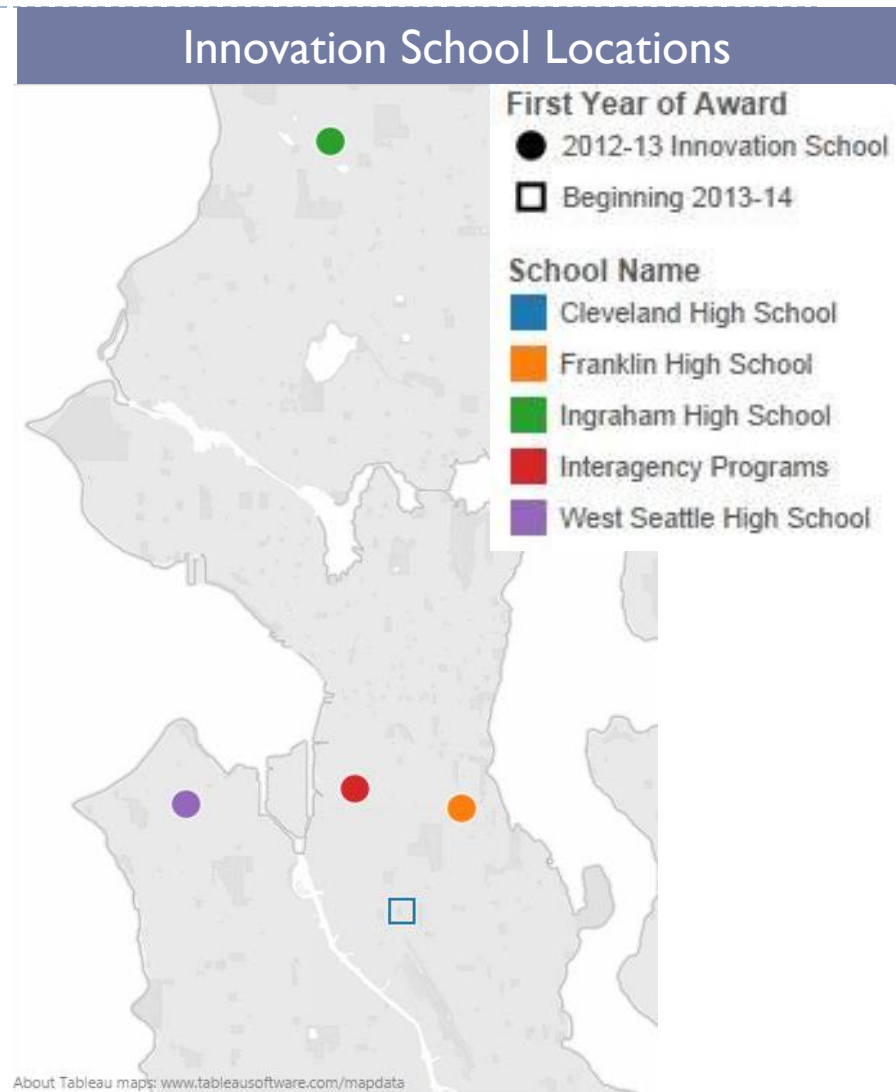
2013-14 Programs

- ▶ Five Innovation schools (~\$467k each)
- ▶ Eleven Linkage Schools (~\$52k-\$233k each)
- ▶ Strategies:
 - ▶ Extended In-School Learning Time
 - ▶ Expanded Learning Opportunities
 - ▶ Social, Emotional, Behavioral, and Health Support
 - ▶ Family Involvement
 - ▶ College and Career Readiness



2013-14 Programs

- ▶ Five Innovation Schools (~\$363k each)
- ▶ Strategies:
 - ▶ 8th to 9th Grade Transition
 - ▶ Extended In-School Learning Time
 - ▶ Social, Emotional, Behavioral, and Health Support
 - ▶ Family Involvement
 - ▶ College and Career Readiness



Target Setting for Schools: Performance Measure Target Interval for Attendance

Measure	ES – Innovation	MS – Subset of Population	MS – Innovation	HS – Innovation First-Time 9 th Graders
Attendance Frequency: S1, S2 Awarded: Feb. & July	40 – 49% = 8% ↑	40 – 49% = 8% ↑	40 – 49% = 7% ↑	40 – 49% = 7% ↑
	50 – 59% = 6% ↑	50 – 59% = 6% ↑	50 – 59% = 5% ↑	50 – 59% = 5% ↑
	60 – 69% = 5% ↑	60 – 69% = 5% ↑	60 – 69% = 4% ↑	60 – 69% = 4% ↑
	70 – 79% = 4% ↑	70 – 79% = 4% ↑	70 – 79% = 3% ↑	70 – 79% = 3% ↑
	80 – 84% = 3% ↑	80 – 84% = 3% ↑	80 – 89% = 2% ↑	80 – 89% = 2% ↑
	85 – 89% = 2% ↑	85 – 89% = 2% ↑	90 – 96% = 1% ↑	90 – 96% = 1% ↑
	90 – 96% = 1% ↑	90 – 96% = 1% ↑		

Target Setting for Schools: Using New Performance Measures

			Example: Attendance – MS Innovation		
			2011-12	2012-13	2013-14
#	2012-13 Result	Methodology	Actual	Actual	Target
1	If historical performance is trending up ↑	Assume an increase for 2013-14 and identify additional increase (Levy value-add) from most recent year based on table	58%	60%	62% 66%
2	If historical performance is trending down ↓ or remained unchanged ↔ the previous two years	Increase from most recent year based on table	58%	55%	60%

Target Setting for Schools: Using Same Performance Measures

			Example: Attendance – MS Innovation			
			2012-13	2012-13		2013-14
#	2012-13 Result	Methodology	Actual	Target	Actual	Target
1	<u>MET</u> or <u>EXCEEDED</u> target	Increase target from 2012-13 actual based on table	58%	63%	64%	68%
2	Did <u>NOT</u> meet target, but <u>improved</u> from previous year	Increase target from 2012-13 actual based on table	58%	63%	61%	65%
3	Did <u>NOT</u> meet target and <u>declined</u> from previous year	Maintain 2012-13 target for 2013-14	58%	63%	56%	63%



Discussion

Improving partnerships between health providers and early learning programs and schools

Discussion Questions

- ▶ What is the role that health can play in supporting Levy goals?
- ▶ What are the barriers that hinder stronger school and health provider partnerships?
- ▶ How does access to student data help your work?